

## **Lecturers' Strategies in Teaching Toefl to Non-English Department Students at State College for Islamic Studies STAIN Curup**

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### **ABSTRACT**

The objectives of this research are to find out the strategies, the reason the lecturers use the strategies, the way they implement the strategies and the problems they faced in implementing the strategies. The data is collected through deep interviews and observation. The findings show that the strategies used are: teaching the usage, not the rules, helping the students with the four skills, teaching the students the strategies in doing the TOEFL, using appropriate material, note-taking, doing the preparation and using students' psychic abilities. The reason the English lecturers use the strategies are to build the students self-confident, to train the students using the time effectively, to minimize the students weaknesses and strengthen their power in order to get good score, to make the students find their own strategies in doing the test as fast as they can, and to train the students do self-correction by note-taking. While the implementation of strategies performs in various ways. Some problems are also found such as the students have low motivation on TOEFL, very limited background on TOEFL, rarely read English text outclass and the students have bad scores in English Subjects.

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Keywords: teaching strategies, TOEFL, Non-English Department students

### **INTRODUCTION**

The TOEFL test is an internationally accepted standard of English that measures the academic English proficiency of a non-native speaker of English (Phillips, 2001). The TOEFL test is required by more than 7,000 colleges, universities, and licensing agencies in 110 countries throughout the world. TOEFL measures the ability of non-native speakers of English to use and understand English as it is spoken, written and heard in college and university

settings. In Indonesia, the TOEFL test is originally conducted by the English Language System (ELS), a specific institution for TOEFL Test, known as Institutional TOEFL. The university may also administer a TOEFL-like or a TOEFL-equivalent test, or a TOEFL prediction, such as by the center of language studies or by the language laboratory within the university. This kind of TOEFL test is locally administered by the university and only used for internal usages in order to examine the students' English proficiency.

Clearly, the TOEFL is an example of a very high stakes English language test; it is also very counter to current instructional practice in English language teaching. One might, therefore, expect it to have considerable washback onto teaching and learning. To the extent that teachers see their principal task as helping learners increase their knowledge of and ability to use English, think about what is appropriate in test preparation, and consciously choose appropriate content and methods, their TOEFL teaching might have beneficial washback. To the extent that the content and design of TOEFL preparation textbooks support teachers in their principal task of helping learners increase their knowledge of and ability to use English, these textbooks might have beneficial washback. But this is no easy task: It requires the inclusion of appropriate content carefully designed to match learning needs and sequence and planned to support good classroom pedagogic practices; it also requires keeping close sight of what is appropriate in test preparation practices and what the demands of the test itself are. This suggests, then, that the task of designing and writing test preparation textbooks would be more highly skilled and complex even than the task of designing and writing mainstream language learning textbooks.

There is a great deal the TESOL profession does not know about the teaching of TOEFL or other test preparation. How much of it goes on, both in the U.S. and around the world? Who teaches it? What English language teaching qualifications do the teachers have? What special qualifications or training is needed to teach TOEFL (or other tests) preparation? Does ETS offer a training program for TOEFL preparation teachers? Do other test agencies offer training courses for test preparation teachers? Has TESOL's Committee on Professional Standards looked specifically at test preparation practices? An informal inquiry of 10 language schools in the U.S. revealed that none required any specific qualification for their teachers of TOEFL preparation classes besides that for teachers of other courses.

The development of English competency for university students is stated clearly in *Sasaran penjaminan mutu Sekolah Tinggi Agama Islam Negeri (STAIN) Curup 2013* particularly on the improvement of STAIN output quality. It is mentioned that the minimum score of TOEFL (Test of English as a Foreign Language) for STAIN alumni is 350. In supporting this regulation, STAIN has put a great concern on the strategies used to achieve the goal of TOEFL. For instance, UPB (*Unit Pengembangan Bahasa*) is a unit that has been legalized through its job description to help the students develop their English competence. In 2015, UPB designed a program called TOEFL training for all STAIN Curup students that help them prepare and face TOEFL before their graduation. TOEFL has also become one item to be followed by the students as a condition before their graduation.

It is ordinary for English lecturers to teach TOEFL for English Department students as a subject. Moreover, TOEFL is not a new thing for English Department students. The extraordinary is in UPB TOEFL should be taught for non-English Department Students. Strategic teaching is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components. The process of planning a course is not an easy one. (Although 'the course' is the unit of analysis being discussed, the process of creating an instructional strategy works equally well for an individual class or an entire curriculum.) As an instructor, the lecturers need to make decisions about what topics to include and which to leave out; the order in which those topics will be presented; which pedagogical methods to use (e.g., lecture, discussion, hands-on experiments); appropriate means of assessing the students; materials and technology to employ; how to get feedback; etc. More often than not those decisions are made based upon what other faculty have done when they taught the class, or perhaps on what your instructor did when you took the same or a similar course. But those models may or may not accomplish the overarching goal of teaching: to help students master a set of key ideas and skills related to their discipline.

In the teaching and learning process, the teacher has a greater role than learner and lesson material. It is according to Wright, Hom, and Sanders (1997) state that more can be done to improve education by improving the effectiveness of teachers than by any other single factor. It can be said that the teacher's role has to be concerned more in the educational setting. Sanders (1998) also added that the single largest factor affecting the academic growth of populations of students is the differences ineffectiveness of individual classroom teachers. There have been many pieces of research that recognize that teachers have a great impact on student achievement. However, there is only a little empirical evidence exists to determine which set of English teacher characteristics correlates with positive student learning outcomes.

Based on some reasons above, the researcher is interested to investigate the strategies used by English lecturers in teaching TOEFL to non-English Department Students.

The objectives of this research are to investigate are the strategies used by English Lecturers in teaching TOEFL to non-English Department Students in STAIN Curup, particularly in *Bidik Misi* TOEFL training class at UPB, the reasons of English Lecturers use the strategies in Teaching TOEFL, the way English Lecturers implement the strategies and the problems faced by English Lecturers in implementing the strategies.

There are so many theories that suggest the strategies in teaching TOEFL in the classroom, Lucas (2014) explains the strategies as follow:

1. Preparation

In the first class, to give the students a feel for what they are aiming for, a practice test is a good idea. This should set the tone for the remainder of the course and show them that the TOEFL test is not a walk in the park. Tell the students that learning TOEFL is not easy and that they must do an incredible amount of work in order for them to get the score that they require. If the lecturers strongly doubt a student's ability, they should do the right thing and be honest with the student, informing the students that perhaps a lower level of English course may be beneficial to them to prep them for the TOEFL exam.

2. Plan the Lesson Backwards

An alternative method of lesson planning, this little gem often comes up (but not often remembered) from various ESL courses. Planning TOEFL class backward means that the lecturers can effectively go through the class, work from the aims, and then work the necessary steps, activities and exercises in order for the students to reach those aims and objectives. This is especially helpful when it comes to a subject like TOEFL, which involves a great deal of structure in the lessons.

3. Know the Subject

Try to take a few practice TOEFL tests on either the internet or even the language center may have a copy of the software that can be used in a demo mode. This allows the lecturers to get an understanding as to how the test is structured and learn the different steps involved. Even old hands at TOEFL should regularly undertake a practice on the computerized test to help to learn of different pointers that will help the students and how they can make the most of the timing in between the questions.

4. Record the Students When They Speak

When the lecturers get their students to complete a spoken activity, for example, where they must speak for 45 seconds on a given topic, record them! This is important, as they have to become used to speaking on a microphone while being recorded. The recording places the additional pressure on the student that they will find during the exam, as well as giving you and the student the chance to review and look for errors with their work.

5. Note Taking

Successful TOEFL students are good note-takers. Questions in the listening do not allow the students to answer them as they hear them but encourage the students to take notes, with the questions appearing on the screen after the passage. The teacher needs to teach the students some methods on how to take effective notes and to organize information in a way that they can understand and refer to later on. They shouldn't need to write down everything they hear, but only take down what's relevant.

6. Integrated Mayhem

This is a unique point for both lecturers and students, as English language training is generally broken down into the four parts of speaking, reading, writing and listening. The TOEFL examination is unique as it forces the students to use multiple skills when answering a single question. More than just using the two

skills, it involves effective note-taking skills and structure. The unfortunate aspect of the integrated components is if a student is weak in one area, their score on the overall question will be lower. To teach the integrated task effectively to students, teachers must start simple. The best way to introduce students to the integrated task is to give them news articles to read, then watch a TV news bulletin on the same subject and then get them to use their notes to give a quick talk about it. It is quite likely that the students have never done any exercises like this, so start them off on sometimes simple and then slowly increase in difficulty.

7. Structure is king

Like all English proficiency examinations, students must be aware of the structure that must be given in their answers. For example, in terms of the TOEFL writing, they must know to include all the essential tidbits that an examiner looks for, such as a thesis statement, topic sentences, and the supporting sentences.

8. Focus on the time aspect

No matter whether it's reading, writing, speaking or listening – all of these are strongly bound by time restrictions. After students become aware of the structure of the test, they should then focus on achieving the structural requirements within the appropriate time limits. If they can't finish the tasks within the required period of time, then this is something that as a lecturer, must begin to focus on to give the students the best chances at achieving their goal for the TOEFL examination.

9. Teach the students to use their psychic abilities

One nifty tip for making the most of the timing of the TOEFL test is to get the students to use their power of prediction. As the TOEFL test is run on computerized software, there are numerous slides and images that allow the student some extra time for planning and to predict some of the vocabulary of the topic coming up. During the reading and listening, students are often shown an image that will be related to the topic. After knowing the topic, and seeing an image, it could be about stars, for example, they will know that that the upcoming listening passage will be a lecture by a professor about stars. By predicting the vocab, this puts them in a better position to know what they could be listening out for, such as a comparison between two constellations, etc.

10. Practice, Practice, Practice

The lecturers should give writing tasks to be completed for homework. This task should be done within a time limit and submitted to the teacher, with appropriate feedback given. If students don't do the work, don't get angry – remind them that it is simply in their best interests to complete set work. Homework doesn't always need to be TOEFL related, encourage the students to watch English TV shows, read English language current affairs online and even listen online to some news broadcasts. This is a great way to take a break from the dryness of TOEFL and still gain the necessary skills using other resources and materials.

Lucas also suggests some ideas in organizing TOEFL Class. Some time in TOEFL preparation class should be spent with practice tests, research has shown that taking the test or practice exams repeatedly actually lower scores for many students. It can also be exhausting and can make some students anxious about

actually taking the test. Consider organizing the class to incorporate a variety of activities, all of which work on skills needed for the TOEFL.

## METHOD

This is a case study that will be elaborated through descriptive qualitative. The focus of this research is a single case on what strategies used by English Lecturers in teaching TOEFL to non-English Department Students, particularly at UPB. (Robert, 1994) states:

*"How" and "why" questions are more explanatory and likely to lead to the use of case studies, histories, and experiments as the preferred research strategies. Single case designs require careful investigation of the potential case to minimize the chances of misrepresentation and to maximize the access needed to collect the case study evidence".*

This research belongs to a qualitative-case study. According to Ary, et al (2010), a case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program and it is to arrive at a detailed description and understanding of the entity (the "case"). Bogdan and Biklen (1982), "Qualitative Research for Education". Because this research gains the data which concerns only the two English Lecturers who teach TOEFL to non-English Department students, this study is also included in a case study.

There are two types of data used in this research. The first primary data is the transcriptions of in-depth interviews about the practical strategies used by the English lecturers in teaching TOEFL. The second primary data is the field notes and checklist of observation which deals with English lecturers' ways in implementing the strategies, the reason they use the strategies and the problem faced by the English lecturers in implementing the strategies. The data collection conducts by employing the instruments through in-depth interviews and observation. The data which are collected by using observation and in-depth interview analyzes descriptively since the research design is descriptive qualitative. Miles and Huberman (1984) explains that the researcher has three steps to analyze the data. The detail process of analyzing data in this research is as follow:

1. Ordering the collected data after finishing the data from preliminary research and observation in the field research. In the ordering step, the researcher arranges the mass data in good order, with the intention that, data analysis can be done easily.
2. Structuring the ordered data. In this step, the researcher transcribes the result of the interview and categorizes the result whether it belongs to whom English lecturers practical strategies in teaching TOEFL.
3. Interpreting the structured data. The researcher gives meaning to the data. When the data has been analyzed, the researcher starts to describe the findings and presents descriptively. Then, the researcher analyzes the data in the specific but brief and clear description.

To ensure the validity of the research, the researcher used: Triangulation Data or uses more than one technique of collecting data as a comparison, member checking where the participants are served as check throughout the analysis process and also ongoing communication regarding the researcher interpretation of the participants' reality and meanings ensure the truth value of the data, and long terms and repeated analysis.

## DISCUSSION

From the observation done by the researcher, it can be inferred that the strategies used by English Lecturers are: teaching the usage not the rules, helping the students with the four skills, teaching the students the strategies in doing the TOEFL, using appropriate material, using note-taking, doing the preparation, and using students' psychic abilities. The detailed explanation can be seen in Appendix 1.

There are several major reasons the English lecturers using the strategies in teaching TOEFL to non-English Department students, they are to build the students' self-confidence, train the students using the time effectively, minimize the students' weaknesses and strengthen their power in order to get a good score. The detailed explanation can be seen in Appendix 2.

TOEFL teaching is about how the TOEFL instructor teaches the TOEFL class. The researcher wrote the teaching based on the skills; *Listening*, *Reading*, and *Structure and Written Expression*. This is the answer of research question number one.

The researcher described how the instructor taught the students listening in the TOEFL test in this part. The researcher also related the technique that the TOEFL instructor used with the theory of listening to that is written in the Introduction. The instructor taught Listening by giving drills to the students. They were given many TOEFL Listening questions. However, the researcher saw that it was not only drilling. There was also a class discussion. They discussed the answers to the questions and how that could be. To make the reader easier to follow, the researcher wrote the procedure of the teaching as follow;

1. On every meeting of listening treatment, students were given listening questions. The questions were divided into some themes. The themes were the problems of Listening comprehension such as topic, assumption, suggestion, implication, and etc. students were given around 2-4 listening problems, depended on how fast they can follow the teaching.
2. In the first meeting of listening treatment, the instructor gave students the tips that the researcher wrote above.
3. After giving the tips, the instructor spread some worksheets to the students. Those were the questions of Listening. Each sheet contains 1 problem that consists of 10 numbers. He took Sharpe (2008) as the reference of the listening problems.

4. The instructor asked the students to open the sheet of problem number 1. It was about the topic. He gave a little description of the topic problem.
5. The instructor guided the students to apply the general key. He gave more attention to the prediction. He guided the students to predict what the question would likely be. He also guided the students to predict what theme the conversation would be. He told to the students not to be scared of predicting. "It just a prediction. Don't be scared of making mistake", he said.
6. After that, the instructor told the students to get ready for the exercise. He had the students assumed that when he asked the students to be ready for the exercise is like when the narrator is reading the direction so that students should read as many choices as they can and make the predictions.
7. The instructors then play the audio about the problem being discussed.
8. After finishing the exercise, students were then guided to do a correction. This was where the discussion happened. The instructor played and paused the audio everyone number of questions.
9. Students must write how many correct answers that they got. It was meant to let them know that they got increasing or decreasing achievement.
10. The instructor gave the students ice breaking and motivation.
11. He guided the students to the next problem.

The instructor said to the researcher that there are always many wrong answers in the early day of treatment on each skill. It was acceptable in his opinion. He said, there must be leveling in teaching starting from low to high, easy to difficult, and simple to complex. He underlined that the early day of listening treatment was only to get the students used to with natives English's speaking (the speed, the intonations, as well as the pronunciations). However, by the time students are treated, they must get a higher score from day to day as well as from problem to problem. The treatment covered all parts of the Listening section.

In reading section, there were three problems taught in this skill; *previewing*, *reading for main ideas*, and *scanning for detail*. The instructor did not give the problem as well as the problem solving all in one. He gave it one by one. After teaching the students about a problem, he had the students search and do the questions only about the problem being discussed in the 1-3 model tests which had been given to students on the first day of reading treatment. When the instructor felt students were already know how to detect that problem and were able to answer the questions correctly, he moved to the next problem. 1 problem took 1-2 meeting(s). The researcher wrote the procedure of the teaching of reading below;

1. He called students prior knowledge about the reading questions in English tests and the previous Pre-Test.
2. He introduced a reading TOEFL problem.
3. He guided the students to read the coursebook about that problem and how to solve it.
4. He had the students do the exercise.
5. The instructors, then, had the students search and do the questions about that problem in the TOEFL model test.



That was how he taught reading in TOEFL. He also suggested students use their finger, pencil, or pen as the pointer while they are reading. The instructor said that it was to make students focus. He also gave students some small discussions. The instructor also seemed to take a role as an intensive reading teacher.

Based on the observation in the class of structure and Written Expressions, the researcher also found a unique technique. He guided and taught the students how to use the coursebook to help them learn this section. There was one package to use the book. The package contained the coursebook, TOEFL model tests, and the key answer. Here is the unique part. The answer key sheets contained not only the answer to the questions but also the page and what number of problems the answers refer to. He emphasized the students that knowing the answers from the answer key is not important. The importance is students know the problems and how to solve them so that if they face other structure questions they can detect what problem it is and the way to answer. That was meant that students can learn this section by themselves because the instructor realized the many numbers of structural problems cannot be taught all in the meeting.

The researcher wrote the procedure of the teaching to give readers a clear picture of his teaching:

1. He guided students to see their Pre-Test structure question sheets.
2. The instructor guided the class to see a number.
3. Then, asked the class if there is one or some students who can answer the question. He encouraged students to answer using all their knowledge they have. Usually, there were a minimum of one student who attempted to answer.
4. He gathered the answers from students.
5. Then, the instructor guided the students to look at the answer key. He asked them to see what number of problems it was and what page the problem was there.
6. After students got the page where that problem was located, the instructors guide them to read and practice. The practice itself tended to make students correct by themselves. The researcher wrote the example of the practice below to give reader clearer interpretation;

*Example:*

Correct: Peter and Carol don't have many children.

Incorrect: Peter and Carol don't have many children.

The coursebook gave correct and incorrect examples of problems so that students are hopefully easier to understand.

1. After practicing, the instructor gave students 1 or 2 more questions to make sure students understood the problem-solving.
2. After that, he had the students answer the number of question that was asked by the instructor to be seen by students in the Pre-Test question sheets.
3. The instructor had the students make a sentence about that problem to double-check students' understanding.

4. Then, he asked students to search and do the question about the problem in TOEFL model tests. The higher the intensity of occurrence a problem has, the more the number of questions about it students would find. A conditional sentence is one of the high-intensity problems.

It can be seen that before introducing a structure problem, the instructor gave students 1 example first. That was how he drives the students to structural problems. He also gave breaks to students after 5 or 10 minutes. He repeated the lesson 5 or 10 minutes ago during the break. It was meant to make sure students had absorbed the lesson perfectly.

The course descriptions the teachers sent us suggested that there had been some changes in their teaching of the productive skills since the introduction of the TOEFL. The changes were not evident in all aspects of writing, however. The way T2 dealt with independent writing in her TOEFL classes did not differ greatly from her treatment of writing in her classes. In both cases she explained the main point being targeted, the students did a task practicing this point, she checked the students' writing in her own time and then gave the students feedback in the next lesson. In fact, T2 later used CBT preparation material when teaching the TOEFL independent task, as she felt the tasks were so similar. T1 worked in a similar way when teaching independent writing. When it came to integrated writing, though, she introduced the notions of paraphrasing and summarizing, skills she had identified as new in TOEFL and that she had made sure to look for when she was selecting her TOEFL coursebook.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

It could be seen that all four teachers spent more time speaking in their TOEFL classes than they had done in the TOEFL classes, possibly because of

their own worries concerning this new skill and because their students were not used to taking tests in speaking. T1 covered some speaking work in every lesson, while she dealt with each of the other skills in every second lesson. Her method for helping students to practice was to get them to perform one of the TOEFL speaking tasks in the coursebook in front of their peers and then listen to the peers' feedback and her own. Although some of T1's understanding of the speaking requirements came from her participation in this study, much of it came from her TOEFL coursebooks. She particularly valued the marked samples of speaking performances that the coursebooks offered. T4 used writing task prompts for both independent and integrated speaking practice and found that this practice worked well for his students. He used the model set out in his coursebooks for dealing with integrated speaking tasks, which included practice in note-taking. T2, as already mentioned, had asked a colleague to design some software to simulate a test situation in which students could read, listen, and then record their own voices. All of these attempts to develop the students' speaking abilities represented important changes in TOEFL preparation practice.

Grammar teaching was also referred to by the teachers as a *structure* since this was the term used for the relevant section of the TOEFL. Grammar teaching had taken place in all classes, but it was often on a revision basis. T1 stated that there was not enough time for students to study grammar on a TOEFL course since it was more important to cover the new components instead. Teachers could help the students to familiarize themselves with TOEFL and could give them tips about test-taking, but "if you don't understand English to a certain level nothing will help you. T4 also felt that there was too little time to cover grammar. This view represented a dramatic change in his teaching as he had devoted over half his class time to grammar in his TOEFL courses. These teachers now dealt with grammar on a "need-to-know" basis only, addressing problems arising during the practice of other skills, if time allowed. T3 was the only teacher who felt that she should be dealing with grammar on a principled basis. She was not sure how to do this, however, as grammar was not included in the coursebooks she used for the TOEFL.

One of the features we expected to see in the TOEFL classes was note-taking, as this was now allowed throughout the test. We had asked about the teachers' plans for note-taking since it was not clear whether this was a skill student had already mastered. Some teachers reported plans to teach note-taking and had found materials in anticipation (Wall & Horák, 2008). T1 said that the fact her coursebook covered this skill was one of the reasons she had chosen it. T4 also taught note-taking since it was part of the approach in the coursebooks he was using. T3, however, who had reported plans to teach note-taking, reported that she was not doing so as the students found it distracting. She left it up to them to use whatever note-taking skills they already had if they wished to.

The problem for English lecturers in implementing their strategies in teaching TOEFL to non English Department Students are: still a lot of students are asking about the rules rather than practicing to use the rules, the students' background thinking on TOEFL is all about the formula and rules (grammar), the

students get used to being taught by explaining the rules when they have Bahasa Inggris 1 and Bahasa Inggris 2, most of the students are weak in all skills so it is difficult to find their power, the students never met TOEFL before, so they do not know the aspect tested in TOEFL, the students have low motivation on TOEFL, the students have a very limited background on TOEFL, the students rarely read English text outclass, the students have a bad score in English Subject, and most of the students never did TOEFL before. The detailed explanation can be seen in Appendix 3.

## CONCLUSION

The findings show that the strategies used are: teaching the use, not the rules, assisting the students with the four skills, teaching the students the methods of doing the TOEFL, using appropriate material, taking notes, planning and using the psychic abilities of the students. The reason English lecturers use the strategies is to develop the students self-confident, efficiently train the students using the time, reduce the weaknesses of the students and enhance their strength to get a good score, make the students find their own methods in doing the test as quickly as they can and teach the students to do self-correction by taking note. While the implementation of strategies performs in various ways. Implementing the strategies of English lecturers in teaching TOEFL to non-English department students is already appropriate for the measures of each technique used, although some problems have also been identified, such as students with low motivation on TOEFL, very minimal history on TOEFL, barely reading English text outclasses and bad scores in English subjects.

It is important to always evaluate the English Lecturers in teaching TOEFL, particularly to non-English Department Students since the students are always changed year to year. The students' background is also different. It will be better to do a placement test in the form of a pre-test before the class begins and should be a post-test after the teaching finish in one period of time. By doing this, the lecturers will be able to evaluate whether their strategies and techniques of teaching influence the students' ability on TOEFL or not.

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## Appendix 1 The Result of Classroom Observation done by the Four Lecturers

No	Strategies	Indicator	English Lecturers			
			1	2	3	4
1	Teach the Usage, not the Rules	Explain the correct grammar in communication NOT fill in the blanks worksheets	√	√	√	X
		Practice using English more than learning how to use it				
		Focus on correcting students-generated written and spoken mistakes	1,	1,	1,	
		Remind the rules only if the students make mistakes	2,	2,	2,	
2	Help the students with their four skills	Knowing what skills the students weak	√	√	√	√
		Strengthen the weaknesses of the students' weak skills				
		Give more opportunity to practice the weak skills	1,	1,	1,	1,
		Always correct the students while practicing to get the effective practice	2,	2,	2,	2,
3	Test Strategy	More practice through speaking and writing	4.	4.	4.	
		Teach the students how to learn the test	√	√	√	√
		Explain about the TOEFL test so that the students will be familiar				
		Explain how to do the test effectively	2.	3.	2.	2.
4	Appropriate Material	Teach step-by-step exercises	√	√	√	√
		Use a complete guide book				
		Use Cambridge TOEFL book	1,	1,	1,	1,
		Use additional handouts to develop pair/small group exercises	2,	2,	2,	2,
		Bring the material to the class	3,	3,	3,	3,
			4,	4,	4,	4,
			5.	5.	5.	5.

5	Note Taking	Teach the students how to take effective notes Teach the students only take down what's relevant	√ 2.	√ 2.	√ 2.	√ 2.
6	Recording	Record the students when they speak	x	x	x	X
7	Preparation	Give motivation to the students Prepare a variety of classroom activities	√ 1	√ 1	√ 1	√ 1
8	Use Psychic Abilities	Teach the students to use their power of prediction Teach the students to use their background knowledge on reading topics, vocabularies, and topics of listening.	√ 1, 2.	√ 1, 2.	√ 1, 2.	√ 1, 2.

#### Appendix 2 The Reason of Using the Strategies in Teaching TOEFL

No	Strategies	English Lecturers			
		1	2	3	4
1	Teach the Usage, not the Rules	To make the students always practice and get use to the test Focus on correcting the students' mistakes Focus on what the item of test want not all the rules of English	Teaching based on the TOEFL material will motivate students to get used with TOEFL	Teaching the rules will confuse the students and make them feel that TOEFL is very difficult	TOEFL is not only about rules, but there are also reading and listening. The students do not come from English background rules will frustrate them
2	Help the students with their four skills	To investigate the students; weaknesses To strengthen the students' power To balance the result	To motivate the students using their power and minimize their weaknesses	To help the students find suitable strategies for themselves in doing the test To maximize the result	To help the students by minimizing their weaknesses and give them full practice to cover that.

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3	Test Strategy	TOEFL is not full knowledge but also the strategies Use the time effectively Get the high score	Use the time effectively	To train the students do the test as fast as they can and get a good result	Use the time effectively
4	Appropriate Material	To give a variety of test item To make the students familiar with the test item Easier to correct the students' mistakes	To give the complete explanation To remind the students for their mistakes Get the students familiar with the test item	To teach the students step by step from easier item to the more difficult ones To measure the students' improvement Easier to correct their mistakes	To make the students familiar with the test To help the students step by step
5	Note Taking	To remind the students about their mistakes To train the students do the test easier	To help the students study by themselves And record their weaknesses	Evaluate the students' works, help the students study by themselves	Train the students focus on the important points only
6	Recording	X	X	X	X
7	Preparation	To motivate the students to get a high score and build their self-confident	Build the students self-confident	Motivate the students to do the test and get a good score	To make the students familiar with the test, motivate them to use their power on a particular skill
8	Use Psychic Abilities	To train the students use the time effectively and build their self-confident	To train the students do the test as fast as they can	To make the students practice using the time	Teach the students strategies in doing the test effectively

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### Appendix 3 The English Lecturers' Problems in Implementing the strategies in Teaching TOEFL to Non-English Department Students

No	Strategies	English Lecturers			
		1	2	3	4
1	Teach the Usage, not the Rules	Still a lot of students asking about the rules rather than practicing to use the rules The students' background thinking that TOEFL is all about the formula and rules (grammar) The students get used to being taught by explaining the rules when they have Bahasa Inggris 1 and Bahasa Inggris 2			
2	Help the students with their four skills	Most of the students are weak in all skills so it is difficult to find their power. The students never met TOEFL before, so they do not know the aspect tested in TOEFL			
3	Test Strategy	X	X	X	X
4	Appropriate Material	X	X	X	X
5	Note Taking	X	X	X	X
6	Recording	-	-	-	-
7	Preparation	The students have low motivation on TOEFL			
8	Use Psychic Abilities	The students have a very limited background on TOEFL The students rarely read English text outclass The students have a bad score in English Subject Most of the students never did TOEFL before			